



Australian Government

Department of Education, Employment and Workplace Relations

BSBCRT401A Articulate, present and debate ideas

Revision Number: 1

BSBCRT401A Articulate, present and debate ideas

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to articulate, present and debate ideas.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who need to present and debate ideas in a work or broader life context.</p> <p>While the unit shares some similarities with units such as BSBCMM401A Make a presentation or BSBRES401A Analyse and present research information, the focus is quite different.</p> <p>This unit focuses on the creative ways in which ideas can be presented to provoke response, reaction and critical debate. Risk taking, storytelling and participation in critical debate are key features of the unit. Ideas might be quite complex in nature and relate to new products, services, creative works or new ways of doing things.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse ideas for communication to others	1.1. Distil <i>key themes, messages and positions</i> to aid in clarity of thought and presentation 1.2. Reflect on <i>different ways of communicating ideas</i> for different purposes and to different people 1.3. Identify the enabling skills and attributes of <i>individuals</i> who can effectively participate in discussions about ideas
2. Provoke response and reaction	2.1. Explore and use <i>different techniques to engage, fascinate and involve others</i> in the process of communication and exchange 2.2. Explore the ways that storytelling can be used to communicate ideas 2.3. Create <i>innovative approaches to different communication challenges</i> 2.4. Be prepared to take <i>risks</i> in the way ideas are presented 2.5. Identify <i>specific ways to provoke and encourage response</i> in particular individuals or groups
3. Debate and discuss ideas	3.1. Present and argue <i>substantiated positions</i> on ideas 3.2. Be open to critical analysis of own ideas and to the ideas of others 3.3. Identify and participate in conversations that challenge and explore different concepts and approaches, and generate new ideas 3.4. Respond to questions about ideas with confidence and relevant information 3.5. Reflect on and appraise the views of others, and use to refine ideas and to embrace new ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to present ideas in ways that engage and provoke response, and to debate and discuss potentially complex concepts
- creative thinking skills to develop responses and new ideas in response to feedback
- learning and self-management skills to actively seek feedback and to learn from others
- literacy skills to develop and interpret information dealing with complex ideas.

Required knowledge

- creative and different ways of expressing and communicating ideas, and of making an opportunity pitch
- different ways in which individuals receive and respond to ideas and information, and what influences their response
- nature and role of risk taking in the presentation and debate of ideas
- role of storytelling in communicating ideas and key storytelling techniques
- techniques to tailor comments to particular audiences.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • creative and articulate presentations that provoke interest and response • active and confident participation in critical debate and discussion of ideas.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • presentations to others about ideas • discussion and debate with others about ideas.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of candidate participation in presentations and debates • evaluation of candidate's skills in responding to new and different communication situations • evaluation of candidate telling a story, making a pitch or presenting ideas to complete strangers in 'different' environments (e.g. in a restaurant, in the corridor, on a bus, in a lift).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Key themes, messages and positions</i> may relate to:</p>	<ul style="list-style-type: none"> • essence of the idea • influences on the idea • relationship of idea to established tradition or practice • relationship of idea to new and emerging technology • problems and challenges with the idea • reasons why the idea should be supported • selling a creative team • selling creative ideas • selling self as a creative person • way the idea was developed • who had developed the idea and why
<p><i>Different ways of communicating ideas</i> may be:</p>	<ul style="list-style-type: none"> • aural • group presentation/pitch • in a forum • in elevators • one-on-one discussion • on planes • oral • remote (e.g. video conferencing) • visual
<p><i>Individuals</i> may be:</p>	<ul style="list-style-type: none"> • colleagues • community members • friends • gallery owners • interviewers (media) • investors • mentors • panels • peers • students • supervisors or managers

RANGE STATEMENT	
<i>Different techniques to engage, fascinate and involve others</i> may include:	<ul style="list-style-type: none"> • blogging • media releases • multimedia presentations • music • photography • storytelling • viral marketing • visual depictions
<i>Innovative approaches to communication challenges</i> may involve ability to:	<ul style="list-style-type: none"> • get across all key messages in a short time • present on unfamiliar topic • respond to impromptu situations • structure information quickly and effectively
<i>Specific ways to provoke and encourage response</i> may include:	<ul style="list-style-type: none"> • use of engaging objects to explain idea
<i>Risks</i> may involve:	<ul style="list-style-type: none"> • acknowledging own limits and difficulties • asking for help • breaking out of accepted norms • divulging personal information or vulnerabilities • failing and learning from it • incorporating humour • taking a fun approach with a potentially serious audience
<i>Substantiated positions</i> may be positions which are:	<ul style="list-style-type: none"> • grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others (e.g. peer review) • supported by relevant information

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Creative Thinking
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Co-requisite units

Co-requisite units		